



**United States Department of the Interior  
BUREAU OF INDIAN AFFAIRS  
SHIPROCK AGENCY  
OFFICE OF INDIAN EDUCATION PROGRAMS  
RED ROCK DAY SCHOOL  
PO DRAWER #2007  
HIGHWAY NAVAJO ROUTE #33  
RED VALLEY, ARIZONA 86544**



PH: 928.653.4456

Fax: 928.653.5711

**Learning Support Kits:** September 27, 2021/22

**Contact:** (Work) 480-236-1147

**Teacher:** Ms. Roselyn John

**E-Mail:** [roselyn.john@bie.edu](mailto:roselyn.john@bie.edu)

Student Name: \_\_\_\_\_

Grade: EIGHTH

Below are the assignment & instructions (points for each) for each day for each student -

**See attached pages for Monday's assignments:**

MONDAY	READING/ELA:	MATH:
Estimated time	____ minutes	____ minutes
Student Assignment 09-27-2021.22	Points: ____/100  <b>NO SCHOOL TEACHER'S PROFESSIONAL TRAINING DAY</b>	Points: ____/100
Parent support for Thursday		
Items to be returned in folder for the week:	<input type="checkbox"/>	

Parent Notes:

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**Sheet for Homework:** Teacher: Ms. Roselyn John Grade: Eighth

Homework should be assigned for each day but, it may not cover each content area every day. Homework Instruction for the week of: Sept. 27, 2021/22. **See attached sheets**. Each sheet should have the day the assignment is to be done:

**MONDAY:**

Date:	Est. time complete	Student Instruction:	Parent Instruction:
09-27			
Math	__ mins.		
ELA	__ mins.		
Writing	__ mins.		
Sci./SS	__ mins.		

Parent **Feedback Sheet** – let teachers know how the assignment went: On the **“teacher expectation”** sheet parents/students received at the beginning of the year – Week of August 2021. Teachers indicated the amount of time each lesson/assignment should take, follow the recommended time. Once time has lapsed document on the assignment for that day. Draw a line and parent initial, date, and length of time/number of minutes.

Thursday:	Start Time: _____	Start Time: _____	Start Time: _____
Tell us how did this assignment go?			
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment...	Student completed assignment...	Student completed assignment...
	___ ...by his/herself, w/ NO help.	___ ...by his/herself, w/ NO help.	___ ...by his/herself, w/ NO help.
	...with support from: ___ parent ___ sibling ___ other.	...with support from: ___ parent ___ sibling ___ other.	...with support from: ___ parent ___ sibling ___ other.
	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.
	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.
___ ...parent understood concept.	___ ...parent understood concept.	___ ...parent understood concept.	
___ ...assignment was too difficult.	___ ...assignment was too difficult.	___ ...assignment was too difficult.	
___ ...assignment was too easy.	___ ...assignment was too easy.	___ ...assignment was too easy.	



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**Learning Support Kits:** September 28, 2021/22

**Contact: (Work) 480-236-1147**

**Teacher:** Ms. Roselyn John

**E-Mail:** [roselyn.john@bie.edu](mailto:roselyn.john@bie.edu)

Student Name: \_\_\_\_\_

Grade: EIGHTH

Below are the assignment & instructions (points for each) for each day for each student --

**See attached pages for TUESDAY's assignments:**

<b>TUESDAY</b>	<b>READING/ELA:</b>	<b>MATH:</b>
Estimated time lesson complete	_____minutes	_____minutes
Student Assignment 09-28-2021.22	<p><b>HMH READING</b>  <b>Into Literature:</b> "The Tell-Tale Heart"  <b>FIRST READ</b> pp. 93-99. Also important to read all information presented pp. 90-103  <b>❖ Note Taking (bold words):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete worksheet</li> <li>• Analyze Point of View p. 91</li> <li>• Genre Elements: Short Story p. 91</li> <li>• Analyze Suspense Text p. 91</li> </ul> <p><b>Writing Assignment:</b>  <b>❖ Write a Scene</b> p. 101</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rewrite a scene from the story from the point of view of a reliable narrator.</li> </ul> <p><b>NOTE: Write more than 1 paragraph</b></p> <ul style="list-style-type: none"> <li>• BRAINSTORM- jot down ideas</li> <li>• Use graphic organizer and resources to plan</li> </ul> <p><b>LANGUAGE ARTS (Write Source SkillsBook)</b>  <input type="checkbox"/> Using the Right Word 1 pp. 53/54</p> <p>Points: _____/100</p>	<p><b>HMH Into Math</b> Module 1          Lesson 1: Investigate Reduction and Enlargement  <b>Check Understanding</b></p> <ul style="list-style-type: none"> <li>• Complete p. 51/52</li> <li>• Look at resource papers for more example.</li> <li>• Read questions closely</li> <li>• Write down the definitions found in the workbook, use your graph notebook</li> <li>• Definitions are highlighted in yellow in the math notebook</li> </ul> <p>Points: _____/100</p>
Parent support for <b>TUESDAY</b>	<p>Plan out writing assignment          Child will be jotting down notes to use in their writing.          Check for completion of worksheets          Read top section explanation to understand grammar          Use/refer to Write Source Guide (Index) for more example.</p>	<p>Use examples to cross check resource paper for more understanding          Check for completion</p>



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Items to be returned in folder for the week:	Write first draft (Brainstorm) writing assignment Turn-in and complete notetaking Turn-in: <ul style="list-style-type: none"> <li>• Worksheets: Notes taking</li> <li>• Writing: Brainstorm paper</li> <li>• Language Arts pp. 53/54</li> </ul>	Tear out/Turn-in: <ul style="list-style-type: none"> <li>• HMH Into Math p. 51/52</li> </ul>
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Parent Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Sept. 28: TUESDAY'S Items to be COMPLETED**

Please **check off items you have complete** and put in packet to be graded.

	<b>READ</b> story	The Tell-Tale Heart	FIRST read
	<b>Worksheet: Note Taking</b>	Analyze Point of View Genre Elements: Short Story Analyze Suspense	page 91
	<b>WRITING:</b> Write a Scene	Rewrite a scene from the story from a different narrator.	<b>Brainstorm:</b> What to say to the company that makes movies about their rating.
	<b>LANGUAGE ARTS</b> (Write Source)	Using the Right Words	pages 53 and 54 <b>(turn in)</b>
	HMH: into <b>MATH</b> Workbook	Reduction/Enlargement	pages 51 and 52 <b>(tear-out/turn in)</b>
	Curriculum Associates <b>READY CORE: Reading</b>	Analyze Comparisons and Analogies	pages 32-34 <b>Tear-out/turn in pages 27-34</b>



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**Sheet for Homework:** Teacher: Ms. Roselyn John Grade: Eighth

Homework should be assigned for each day but, it may not cover each content area every day. Homework Instruction for the week of: Sept. 28, 2021/22. **See attached sheets.** Each sheet should have the day the assignment is to be done:

**TUESDAY:**

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
09-28	__ mins.		
Math	__ mins.		
ELA	__ mins.	Curriculum Associates <b>Ready Common Core Reading Workbook</b> <ul style="list-style-type: none"> <li>Words to know: Analogy in Text Analyze Comparison</li> <li><b>Complete pp. 32-34</b></li> </ul>	Child reads carefully for information needed Reread aloud if he/she doesn't understand Complete all assigned lessons Understand central idea/supporting details <b>Tear pages and turn in pages 27-34</b>
Writing	__ mins.		
Sci./SS	__ mins.		

Parent **Feedback Sheet** – let teachers know how the assignment went: On the **“teacher expectation”** sheet parents/students received at the beginning of the year – Week of August 2021. Teachers indicated the amount of time each lesson/assignment should take, follow the recommended time. Once time has lapsed document on the assignment for that day. Draw a line and parent initial, date, and length of time/number of minutes.

Monday:	Start Time: _____	Start Time: _____	Start Time: _____
Tell us how did this assignment go?			
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other. ___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other. ___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other. ___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.
	___ ...parent understood concept.	___ ...parent understood concept.	___ ...parent understood concept.
	___ ...assignment was too difficult.	___ ...assignment was too difficult.	___ ...assignment was too difficult.
	___ ...assignment was too easy.	___ ...assignment was too easy.	___ ...assignment was too easy.



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**Learning Support Kits:** September 29, 2021/22

**Contact:** (Work) 480-236-1147

**Teacher:** Ms. Roselyn John

**E-Mail:** [roselyn.john@bie.edu](mailto:roselyn.john@bie.edu)

Student Name: \_\_\_\_\_

Grade: EIGHTH

Below are the assignment & instructions (points for each) for each day for each student --  
**WEDNESDAY's ASSIGNMENTS:**

WEDNESDAY	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES /NAVAJO CULTURE:
Estimated time lesson complete	_____ minutes	_____ minutes	_____ minutes
Student Assignment 09-29-2021.22	<b>HMH READING Into Literature:</b> "The Tell-Tale Heart" <b>SECOND READ</b> 93-99. Also important to read all information presented pp. 90-103 <input type="checkbox"/> <b>COMPLETE worksheet:</b> <ul style="list-style-type: none"> <li>Critical Vocabulary pp. 92/102</li> <li>Check Your Understanding p. 99</li> </ul> <b>COMPLETE worksheet:</b> <input type="checkbox"/> Point of View <input type="checkbox"/> Fact/Opinion <b>WRITING Assignment:</b> <input checked="" type="checkbox"/> <b>Write a Scene</b> p. 101 <input type="checkbox"/> Rewrite a scene from the story from the point of view of a reliable narrator. <b>NOTE: Write more than 1 paragraph</b> <input type="checkbox"/> <b>FIRST DRAFT/</b> first write Put your notes/ideas into sentences. <ul style="list-style-type: none"> <li>Use graphic organizer and resources to plan</li> </ul> <b>LANGUAGE ARTS (Write Source SkillsBook)</b> <input type="checkbox"/> <b>Using the Right Word 2</b> pp. 55/56	<b>HMH Into Math: Module 2 Lesson 1: Investigate Reduction and Enlargement</b> <b>On Your Own Reasons Use tools</b> <input type="checkbox"/> <b>COMPLETE</b> p. 53/54 <ul style="list-style-type: none"> <li>Look at resource papers for more example.</li> <li>Read questions closely</li> <li>Write down the definitions found in the workbook in your graph notebook</li> <li>Definitions are highlighted in yellow in the math notebook</li> </ul> Points: _____/100	<b>HMH Science Dimensions Earth and Human UNIT 1: Earth's Natural Hazards</b> <b>Lesson 2: Natural Hazard Prediction</b> <b>Lesson 2 Self-check</b> <input type="checkbox"/> <b>READ /COMPLETE</b> pp.45-47 <input type="checkbox"/> Can You Explain It? p. 45 Answer questions 1-2 <input type="checkbox"/> Checkpoints p. 46 Answer questions 3-6 <input type="checkbox"/> Interactive Review Answer questions A, B, C  Points: _____/100



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	Points: _____/100		
Parent support for WEDNESDAY	First draft of writing assignment Check for completion of worksheets Read top section explanation to understand for grammar Use/refer to Write Source Guide (Index) for more example.	Use examples to cross check resource paper for more understanding	Check child's understanding Ask questions Read silent or aloud Use clue words to scan for information. Look for answers. Check for completion
Items to be returned in folder for the week:	Turn-in: <ul style="list-style-type: none"> <li>• Write Source SkillsBook pp. 55/56</li> <li>• Worksheet:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Critical Vocabulary</li> <li><input type="checkbox"/> Check your Understanding</li> <li><input type="checkbox"/> Point of View</li> <li><input type="checkbox"/> Fact/Opinion</li> </ul> </li> </ul>	Tear out/Turn-in: <ul style="list-style-type: none"> <li>• HMH Into Math pp.53/54</li> </ul>	Complete:woekbook pages <ul style="list-style-type: none"> <li>• Answer all questions</li> </ul>

Parent Notes: \_\_\_\_\_

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**SEPT. 29: WEDNESDAY'S Items to be COMPLETED**

Please **check off items you have complete** and put in packet to be graded.

<b>READ</b> story	The Tell-Tale Heart	SECOND read
<b>COMPLETE Worksheets</b>	Critical Vocabulary Check Your Understanding Point of View Fact/Opinion	pages 92/102 page 99
<b>WRITING:</b> Write a Scene	Rewrite a scene from the story from a different narrator.	FIRST WRITE: Put your ideas into sentences.
LANGUAGE ARTS (Write Source Skillsbook)	Using the Right Word 2	pages 55 and 56 <b>(turn in)</b>
HMH: into <b>MATH</b> workbook	Module 1 Review	pages 53 and 54 <b>(tear-out/turn in)</b>
<b>AIMS Web</b> worksheet	Computations	
<b>SCIENCE Dimensions</b>	<b>Lesson 2 Self-check</b> READ /COMPLETE pp.45-47 Answer questions A, B, C	Can You Explain It? p. 45    1, 2 Checkpoints p. 46            3-6 Interactive Review p. 47    A, B, C



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**Sheet for Homework:** Teacher: Ms. Roselyn John Grade: Eighth

Homework should be assigned for each day but, it may not cover each content area every day. Homework Instruction for the week of: Sept. 29, 2021/22. See attached sheets. Each sheet should have the day the assignment is to be done:

**TUESDAY**

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
09-29			
Math	__ mins.	<b>AIMS Web Probe 6 p. 2</b> • Complete Set 1	Check the work of child Ask questions of understanding Note the progress of child Did child attempt all problems <b>Turn-in worksheet Probe 5 set 2</b>
ELA	__ mins.		
Writing	__ mins.		
Sci./SS	__ mins.		

Parent **Feedback Sheet** – let teachers know how the assignment went: On the **“teacher expectation”** sheet parents/students received at the beginning of the year – Week of August 2021. Teachers indicated the amount of time each lesson/assignment should take, follow the recommended time. Once time has lapsed document on the assignment for that day. Draw a line and parent initial, date, and length of time/number of minutes.

WEDNESDAY			
Tell us how did this assignment go?	Start Time: _____	Start Time: _____	Start Time: _____
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: ___ parent ___ sibling ___ other.
	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.
	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.
	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.





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**Learning Support Kits:** September 30, 2021/22

**Contact:** (Work) 480-236-1147

**Teacher:** Ms. Roselyn John

**E-Mail:** [roselyn.john@bie.edu](mailto:roselyn.john@bie.edu)

Student Name: \_\_\_\_\_

Grade: EIGHTH

Below are the assignment & instructions (points for each) for each day for each student --

**See attached pages for THURSDAY's assignments:**

THURSDAY	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES /NAVAJO CULTURE:
Estimated time lesson complete	_____minutes	_____minutes	_____minutes
Student Assignment 09-30-2021/22	<b>HMH READING Into Literature:</b> "The Tell-Tale Heart" <b>THIRD READ</b> 93-99. Also important to read all information presented pp. 90-103 <input type="checkbox"/> <b>COMPLETE worksheet:</b> <ul style="list-style-type: none"> <li>Vocabulary Definition</li> <li>Analyze Text p. 100</li> </ul> <b>WRITING Assignment:</b> ❖ <b>Write a Scene</b> p. 101 <input type="checkbox"/> Rewrite a scene from the story from the point of view of a reliable narrator. <b>EDITING</b> (fix up paper) <ul style="list-style-type: none"> <li>Use graphic organizer and resources to plan</li> </ul> <input type="checkbox"/> <b>LANGUAGE ARTS (Write Source SkillsBook)</b> <ul style="list-style-type: none"> <li>Using the Right Words Review 1 pp. 57/58</li> </ul> Points: _____/100	<b>HMH Into Math:</b> Module 2 Lesson 2: Investigate Reductions and Enlargements <b>Use Tools</b> <b>Test Prep</b> <b>Spiral Review</b> <input type="checkbox"/> Complete p. 55/56 <ul style="list-style-type: none"> <li>Look a resource papers for more example.</li> <li>Read questions closely</li> <li>Write down the definitions found in the workbook in your graph notebook</li> <li>Definitions are highlighted in yellow in the math notebook</li> </ul> Points: _____/100	<b>Social Studies: myWorld</b> <b>Topic 1: The Early Americas and European Exploration</b> <i>Lesson 3: Early Europe, Africa, and Asia</i> <b>SECOND Read p. 27-38</b> <b>Complete worksheet: pp.27-38</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Check</li> <li><input type="checkbox"/> Analyze Image</li> </ul> Points: _____/100
Parent support for THURSDAY	Edit writing assignment Worksheet: Vocabulary/ Analyze Text Use/refer to Write Source Guide (Index) for more example	Use examples to cross check resource paper for more understanding	Check child's understanding Reread if child doesn't understand Use clue words to scan for information. Check for completion



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Items to be returned in folder for the week:	<b>Turn-in:</b> <ul style="list-style-type: none"> <li>Write Source SkillsBook p. 57/58</li> </ul> <b>Turn-in</b> <ul style="list-style-type: none"> <li><b>Worksheet:</b></li> <li>Vocabulary Definition</li> <li>Analyze Text p100</li> </ul>	<b>Tear out/Turn-in:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> HMH Into Math p. 55/56</li> </ul>	<b>Turn-in:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete questions worksheet</li> <li>Reading Check</li> <li>Analyze Image</li> </ul>
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Parent Notes:

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**SEPT. 30: THURSDAY'S Items to be COMPLETED**

Please **check off items you have complete** and put in packet to be graded.

READ story	The Tell-Tale Heart	SECOND read
COMPLETE worksheet	Vocabulary Mapping (definitions) Analyze Text	page 100
Writing: <i>Write a Scene</i>	Rewrite a scene from the story from a different narrator.	<b>Editing:</b> fix the writing you have made and let someone read it for you.
LANGUAGE ARTS (Write Source Skillsbook)	Using the Right Words 4	pages 57 and 58 <b>(turn in)</b>
HMH: into Math workbook	Investigate Reduction/Enlargement	pages 55 and 56 <b>(tear-out/turn in)</b>
Curriculum Associates <b>READY CORE: Reading</b>	Analogy and Analyze Comparison	pages 30-31
<b>SOCIAL STUDIES</b> myWorld	COMPLETE worksheet: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Check</li> <li><input type="checkbox"/> Analyze Image</li> </ul>	pages: 27-38



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**Sheet for Homework:** Teacher: Ms. Roselyn John Grade: Eighth

Homework should be assigned for each day but, it may not cover each content area every day.

Homework Instruction for the week of: Sept. 30, 2021/22. See attached sheets. Each sheet should have the day the assignment is to be done:

**THURSDAY:**

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
09-30	__ mins.		
Math	__ mins.		
ELA	__ mins.	Curriculum Associates <b>Ready Common Core Reading Workbook</b> <ul style="list-style-type: none"> <li>Words to know: Category</li> </ul> Complete pp. 35-37	Child reads carefully for information needed Reread aloud if he/she doesn't understand Highlight information for comprehension Check/Complete all assigned lessons Answer questions using clue words <b>Don't tear out</b>
Writing	__ mins.		
Sci./SS	__ mins.		

Parent **Feedback Sheet** – let teachers know how the assignment went: On the **“teacher expectation”** sheet parents/students received at the beginning of the year – Week of August 2021. Teachers indicated the amount of time each lesson/assignment should take, follow the recommended time. Once time has lapsed document on the assignment for that day. Draw a line and parent initial, date, and length of time/number of minutes.

Wednesday:			
Tell us how did this assignment go?	Start Time: _____	Start Time: _____	Start Time: _____
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __ parent __ sibling __ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __ parent __ sibling __ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __ parent __ sibling __ other.
	___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.
	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.	___ ...parent understood concept. ___ ...assignment was too difficult. ___ ...assignment was too easy.



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PO DRAWER #2007  
HIGHWAY NAVAJO ROUTE #33  
RED VALLEY, ARIZONA 86544



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**Learning Support Kits:** October 01, 2021/22

**Contact:** (Work) 480-236-1147

**Teacher:** Ms. Roselyn John

**E-Mail:** [roselyn.john@bie.edu](mailto:roselyn.john@bie.edu)

Student Name: \_\_\_\_\_

Grade: EIGHTH

Below are the assignment & instructions (points for each) for each day for each student --

**See attached pages for Friday's assignments:**

FRIDAY	Science:	Social Studies/Navajo Culture:
Estimated time lesson complete	_____minutes	_____minutes
Student Assignment 10-01-2021.22	<b>HMH Science Dimensions Earth and Human</b> UNIT 1: Earth's Natural Hazards <b>Lesson 2: Natural Hazard Prediction</b> <b>Lesson 2 Self-check</b> <input type="checkbox"/> <b>READ /COMPLETE pp.45-47</b> <input type="checkbox"/> Can You Explain It? p. 45 Answer questions 1-2 <input type="checkbox"/> Checkpoints p. 46 Answer questions 3-6 <input type="checkbox"/> Interactive Review Answer questions A, B, C Points: _____/100	<b>Navajo History</b> Historical Event: The Navajo Code Talkers <input type="checkbox"/> <b>Complete worksheet</b>  Points: _____/100
Parent support for Friday	Check child's understanding Read and reread to find the answers to each questions. <b>Extra time to complete Science</b>	Check child's understanding Read and reread to find the answers to each questions. <b>Extra time to complete Social Studies.</b>
Items to be returned in folder for the week:	Complete and Turn-in Workbook pages	Complete and Turn-in <ul style="list-style-type: none"> <li>• Worksheet</li> <li>Reading Check</li> <li>Analyze Image</li> </ul>

Parent Notes:

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Homework should be assigned for each day but, it may not cover each content area every day. Homework Instruction for the week of: October 01, 2021. **See attached sheets**. Each sheet should have the day the assignment is to be done:

**FRIDAY:**

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
10-01	__ mins.		
Navajo	__ mins.		
Soc. St.	__ mins.		
Sci.	__ mins.		

Parent **Feedback Sheet** – let teachers know how the assignment went: On the **“teacher expectation”** sheet parents/students received at the beginning of the year – Week of August 2021. Teachers indicated the amount of time each lesson/assignment should take, follow the recommended time. Once time has lapsed document on the assignment for that day. Draw a line and parent initial, date, and length of time/number of minutes.

FRIDAY	READING/ELA:	MATH:	SCIENCE/SOCIAL STUDIES/ NAVAJO CULTURE:
Tell us how did this assignment go? 02-05-2021	Start Time: _____	Start Time: _____	Start Time: _____
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __ parent __ sibling __ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __ parent __ sibling __ other.	Student completed assignment... ___ ...by his/herself, w/ NO help. ...with support from: __ parent __ sibling __ other.
	___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit. ___ ... support/examples/step-by-step were missing the learning support kit.
	___ ...parent understood concept. ___ ...assignment was too difficult.	___ ...parent understood concept. ___ ...assignment was too difficult.	___ ...parent understood concept. ___ ...assignment was too difficult.
	___ ...assignment was too easy.	___ ...assignment was too easy.	___ ...assignment was too easy.



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### Independent Work/Skills PRACTICE for FRIDAY:

Teacher: Ms. Roselyn John

Grade: Eighth

Independent student work should be skill based. Should be practice that students can do with little to no support, for example “review math factors, letter names/sounds, flashcards, reading independently, journal entry, etc.  
 Independent Instruction for the week of October 01, 2021.22 (See attached sheets for practice):

Monday – Tuesday – Wednesday – Thursday - Friday:

Date:	Est. time 2 complete lessons:	Student Instruction:	Parent Instruction:
10-01			
Math	__ mins.		
ELA	__ mins.	<b>HMH into Literture</b> <ul style="list-style-type: none"> <li>• <b>Assesment: “What Is The Horror?”</b></li> <li>• Context Clues</li> </ul> <b>Independent Reading</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Tumblebooks.com</b> Select a book to read Read daily until completion</li> </ul>	Read with child of their choice Look over each page with child Child understands what he/she is learning Child knows how to decode words (say the word using the pronunciation key)
Writing	__ mins.		
Sci./SS	__ mins.		

Friday:	Start Time: _____	Start Time: _____	Start Time: _____
Tell us how did this assignment go?			
	END Time: _____	END Time: _____	END Time: _____
Time for assignment:	_____ minutes	_____ minutes	_____ minutes
Mark an “X” on the statement that best shows student & parent understanding:	Student completed assignment...	Student completed assignment...	Student completed assignment...
	___ ...by his/herself, w/ NO help.	___ ...by his/herself, w/ NO help.	___ ...by his/herself, w/ NO help.
	___ ...with support from: ___ parent ___ sibling ___ other.	___ ...with support from: ___ parent ___ sibling ___ other.	___ ...with support from: ___ parent ___ sibling ___ other.
	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.	___ ...with support/examples/step-by-step from the learning support kit.
	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.	___ ... support/examples/step-by-step were missing the learning support kit.
___ ...parent understood concept.	___ ...parent understood concept.	___ ...parent understood concept.	
___ ...assignment was too difficult.	___ ...assignment was too difficult.	___ ...assignment was too difficult.	
___ ...assignment was too easy.	___ ...assignment was too easy.	___ ...assignment was too easy.	